Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 6: End of Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: End-of-Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | | | | **Standards** | | | | | |
| Question | Operations and Algebraic Thinking | | | Geometry | | | 2.OA.3 | | 2.OA.4 | | 2.G.2 | |
| 1 | 1 2 3 4 | | |  | | | X | |  | |  | |
| 2 |  | | | 1 2 3 4 | | |  | |  | | X | |
| 3 | 1 2 3 4 | | |  | | | X | | X | |  | |
| 4 a, c | 1 2 3 4 | | |  | | | X | |  | |  | |
| 4 b |  | | | 1 2 3 | | |  | |  | | X | |
|  | | |  | | |  |  |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Geometry | | |  |  | |  | |
| Total Points |  | | |  | | |  |  | |  | |
| Level | 4 | 11-12 points | | 4 | 7 points | |  |  | |  | |
| 3 | 8-10 points | | 3 | 5-6 points | |  |  | |  | |
| 2 | 5-7 points | | 2 | 3-4 points | |  |  | |  | |
| 1 | 3-4 points | | 1 | 2 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)**

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| End-of-Module Assessment Task (Topics A–D)  Clusters Standards Addressed |
| Work with equal groups of objects to gain foundations for multiplication.  **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  Reason with shapes and their attributes.  **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |